

# S A F E T Y

Two Sections • Section One



## EDITOR'S NOTEBOOK

Help . . . help! You've heard the cry yourself. Answered it often, no doubt. And now, though you may not have asked for it, you are about to receive some help yourself in your efforts for safety education.

As this issue of your magazine goes into the mails, the Traffic Division of NSC is putting into the same mails their next edition of Operation Safety. This is a monthly kit of safety ideas, each kit packed with program suggestions keyed to a particular month of the year, each one mailed well in advance of issue date so that editors, radio stations, local safety councils, civic organizations . . . any and everyone interested in safety . . . may have these helps in time to coordinate their efforts for one 30 day period.

The theme of this (April) issue of Operation Safety? Child Safety. The slogan? "Drive Slow . . . Kids Move Fast!" And the ideas enclosed are helpful to any community, have impact for your own. Which means that during April your townspeople will probably be adding to your daily efforts for child safety, whether or not you yourself ever see a copy of this kit. But you may, if you like. Even though you are not a subscriber to this year-round service, one sample April kit will be sent you free if you'd like to adopt some of the ideas therein to your own plans and programs for spring safety education. Simply address your request to Bob Shinn, Director, Operation Safety, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Meanwhile, this issue of SAFETY EDUCATION tends also toward the specifically helpful. For after an initial foray into fundamentals (see D. Willard Zahn's opening article) following features take up, in turn . . .

- ▶ the fashion in which Los Angeles is teaching its youngsters that they cannot stop on a dime . . .
- ▶ the manner in which teen-agers in Omaha, Nebraska, are putting their high school newspapers to work for safety . . . with an added offer of mat service from the Council for your own school paper . . .
- ▶ the pros and cons of a protected practice area for driver education . . .
- ▶ specific suggestions from three educators on how to keep school noon-hours free of hazard . . .
- ▶ and details of a unique Cincinnati project which you may wish to start work on locally now, if you would keep your new crop of kindergartners free from danger as they walk to and from school next fall.

Also in this issue there's an initial report of the important discussion and decisions at the Second National Conference on Driver Education held at Michigan State College last November. We've sub-titled this article "pointing the way." Actually we'd like to think that this entire issue of SAFETY EDUCATION Magazine will do just that for you.

Alice M. Carlson

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**ON OUR COVER:** Hearts and flowers are in season this month; scissors and pastepot are in season any month in elementary classrooms where growing youngsters learn to use their hands to contrive articles of beauty. Taken a few years ago by an NSC photographer at Lowell School in Chicago, this picture actually shows two young ladies now undoubtedly further advanced; we hope they remember the lesson they learned that day . . . that scissors are tools to be used with care and respect.

# SCHOOL AND COLLEGE CONFERENCE—1953-54

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

# S A F E T Y

# Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 6 Section One

Alice M. Carlson, Editor

C. H. Miller, Advertising Manager

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# *How* Can Safety Education be Improved?

In many ways, answered this educator, as he opened School and College Sessions of the 41st National Safety Congress last October.

*by D. Willard Zahn*

*Associate Superintendent  
The Board of Public Education  
Philadelphia, Pennsylvania*

ANYTHING which favors the improvement of education as a whole will improve education for safety. Indeed, it is in this very direction that the greatest improvement might be stimulated. Personnel dedicated to the task of improving safety education might well direct the search-light of analysis and inquiry toward understanding the total educational process, for here alone can they find pin-point answers to questions related to safety. Likewise, safety education has a significant contribution to make to the total educational process. Be educators in the broad sense always! Anything less is haphazard and narrowly conceived.

From this point of view our traditional or-

ganization of safety content as divided up into numberless categories is, perhaps, the wrong approach; we ought to think about that! Examine our teaching guides: one sees highway safety, safety on the streets, safety at school, home safety, safety at play, safety in sports, safety on week-ends, safety at holiday time, safety in the winter, safety in the summer, safety at camp, safety from poisons, safety from plants, safety in the shop, firearm safety, water safety—and on, and on, and on. These very minute specifics may be responsible for the excessive verbalization which so frequently accompanies logical content conceived by adults and wrapped up neatly for children. What we





are really after is acceptance of social responsibility and conscience for safety. It is quite possible that the very organization of our content dims the vision of our developmental objectives.

### Improving Our Understanding of Basic Principles and Objectives

There are many good statements concerning the objectives of an adequate safety program: there are many more good expressions of the objectives of education as such. The thing that is done only poorly and less frequently than it should be done is to dovetail the first into the second.

*Attitudes*, for example, is a tremendous word in education. In safety, it seems to be the fashion to pin most of our hopes on the development of attitudes. Yet, a little careful analysis and some friendly inquiry will reveal that many folks are ill at ease in their understanding of what attitudes are, how they come to be, and the means of changing them. Here, indeed, is opportunity for improvement. We say, "Essentially safety results from proper attitudes," or "Attitudes favorable to safety should pervade the school's total program," but we have done too little fresh thinking about attitudes themselves.

At this point two questions of importance arise: "Is there such a thing as a 'general' attitude toward safety?" and "Are there specific safety attitudes toward particular situations involving hazard?" It is my opinion that the answer to both these questions is an emphatic "Yes." But both must be considered in parallel. Attitudes exist prior to an act of behavior; also, future attitudes are conditioned by behavior now. A child learns to act in a safe way through safe living, until safe action becomes an integral part of the behavior pattern.

#### Editor's Note:

Ever since the close of the 41st National Safety Congress individuals in safety education have asked whether or not this magazine intended to publish D. Willard Zahn's keynote speech to School and College sessions. We present it this month, slightly abbreviated to fit space considerations. For the full text of Mr. Zahn's inspiring talk, along with all other speeches presented at the Congress, we recommend you to the School and College volume of *National Safety Congress Transactions*. For more information about *Transactions* turn to page 38.

It will be necessary to re-discover the means by which attitudes come into being. More and more we must come to understand that it is the culture in which children mature that provides the common conditions under which attitudes are formed. We must interpret the "ready-made" attitudes that come through imitation of parents, teachers, playmates. We will ultimately be able to evaluate more effectively the effects of emotional shock and injury in the development of attitudes and the relation of fear to achievement. The entire matter needs further study: it is of special importance to safety education.

Teachers must raise their teaching techniques to higher levels of attitude production: they must evaluate student experiences in terms of attitude potential. With this in mind, parents, teachers, and administrators will realize increasingly that responsibility for safety must be shared and that safety activity is a joint enterprise involving all elements of the community. The school's part in the process of attitude development lies in the scientific building of positive attitudes, and in initiating and coordinating community activity which gives promise of going beyond safety consciousness to safety conscience.

We have got to ask: "Are the attitudes being developed in Safety at variance with attitudes which are generally regarded as desirable objectives for the whole educational process?" "To what extent do the attitudes for which we search in safety contribute to self-reliance, cooperation, acceptance of responsibility, and other desirable attitudes?"

*Content* is another basic word in education. In safety we ask: "What content offers the greatest promise of achieving permanent results, if properly handled?" This invites a kind of critical selectivity that presupposes planning. We must ask: "What items of content offer the most direct and intrinsic motivations?" "What content sets up the best opportunities for the most challenging experiences?" "When is overlapping content desirable?" "Repetitions?"

The primary and most difficult task in Safety Education is the same, essentially, as in all other educative endeavor, viz, the translation of standards into practice, talk to technique, verbalism to doing something, plans on paper to achieved results, good wishing to desirable action, consciousness to conscience, isolated group planning to coordinated community action, individual concern to shared responsibility. (*Test content for participation possibilities.*)

Administrators and teachers will have to be

## How Can Safety Education Be Improved? . . . continued

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properly realistic in relating safety instruction to the growth and development of children, to the customs of their communities and to the peer culture of student groups.

It is important to ask, "What content is most appropriate for the tiniest tots, the adolescent, the retarded, the mature; or perhaps, to the over protected, to the gang runners, to the hot rodders?" (*Test content for the help it gives in the process of maturation.*)

The science laboratory is certainly a "natural" for certain aspects of highway safety. It is certainly just as effective to use safety statistics in math as to chart clowns, penguins, or white mice. Many teachers already apply the statistics of "Accident Facts" of the National Safety Council to classroom instruction in many areas. Are statistics of highway safety dead, or is it that we aren't sufficiently resourceful or intelligent to know how to use them in terms of existing motivations? (*Test content for usability in a variety of situations.*)

Society in general—the common culture—has a way of making the task of the school difficult in all areas of character development and civic betterment. In this respect, a "double-standard" is evident—not the one between the sexes — but between adults, mostly parents and teachers, and their children. The school is engaged in constant competition between the ideal values and practices of the school environment and the usually less ideal, sometimes totally different set of values outside the school. This is as true in safety as in honesty, property rights, competition, and a large number of other more or less virtuous things. The safety patrol requests corner crossing; the parent jay walks, often against the wishes of a protesting child, and exclaims, "You're with mama, nothing can hurt you!" Dad drives through the red light, or shades it a bit with Junior in the car, sometimes angry at the protesting voice of the youngster. The child presents the "Home-Safety Check List" to his parents only to have its suggestions flagrantly violated by the adult members of the family; and on—and on!

*What content offers promise of being effective in breaking down this double-standard? What will reach the adults, who are the key to this problem?*

If we improve in our understanding of basic principles and objectives it follows without question that we will exert emphasis in the direction of

### Planning a Balanced Program and Providing the Means of Carrying It Out

The program in Safety Education must be comprehensive and balanced. It must therefore be planned, provided for, and interpreted. Too many schools and school systems are content to place all their eggs in one basket or at best in a number of separate baskets. For some the Safety Patrol is the Program, perhaps because those Sam-Browne-Belted boys have such dramatic appeal that other significant elements come to be disregarded. For others Driver Education is the Program, particularly at the high school level, thereby losing the opportunities inherent in genuine integration of safety in social studies, science, math., family living. For still others a close relationship with the enforcement officials of the town is the sole feature of concentration: perhaps a safety court becomes their sine qua non and center of advertising attention.

The program in safety education must be balanced vertically. Each stage of child development offers its own dramatic specialty in safety, at first with units specially designed almost for safety sake alone, for at the beginning the tiniest tot meets all the hazards all at once. By the time the secondary school is reached a high form of social integration is a primary objective.

The program in safety education must be balanced horizontally. This gives rise to the necessity of solving a wide variety of accident problems in any given year. In any one year of a youngster's life no one feature can provide all the safety education required.

The School Safety Patrol cannot do it all, no matter how effective; nor can classroom safety codes, nor assembly programs, nor poster parades, and so on. Horizontal balancing of the program suggests that year by year, day by day, there shall be abundant participation in many kinds of meaningful safety activities and an effective fusion of information and action that is too seldom achieved.

## Improving Techniques in Safety Education

Here, if anywhere, are brass tacks. In this area we are concerned with the specific things people do to get improved safety results and how they do them. Let's begin with what seems to be used with much less skill than it should, viz., audio-visual materials.

In presenting a motion picture film, let's say at the secondary level, what do teachers do prior to the showing of the film? Merely get it, and say, "Here, John, run this off, will you?" John runs it off. Just how bad is that technique? What violations of good general principles does this represent? What, if anything, follows the showing? Under what conditions is a re-showing desirable? Why? How can we raise Visual Education above the level of mere entertainment and haphazard education so characteristic of poor teaching? The presentation of effective audio-visual materials effectively is a teaching art in which we can all improve or cause improvement.

Have you had a student's panel discussion lately? How many were on the panel? Why? At what point did group discussion emerge? Why then? Who summarized? What followed? The art of fruitful discussion is another area in which we can all improve.

How is variety in method achieved in classroom work? What is the relation here in planning? Is "lecturing" always bad? Always good? What does a teacher do to make sure that group activities in psycho-physical testing are conducted without excessive time loss?

How is "genuineness" achieved in student participation? Aren't there many ways in which students can be led to do better work in conducting meetings? How discover "leads" to safety interest?

What are the best ways of demonstrating skills in sports, in shop, in driver education?

And so, a thousand and one questions might be proposed as legitimate sources of inquiry. We may be only scratching the surface in our know-how in safety education. Look at your teaching techniques with a view toward real improvement, even if you only make one significant improvement each week. That, by the way, is a good technique for improvement itself.

## Improving Evaluation

It seems trite to say that evaluation must be general as well as specialized. Of course there are glories in marked achievement in any one single factor: but these glories are temporary. A school system may possibly gain a reputation for outstanding achievement in

Fire Prevention Patrols and yet be quite far from changing the habits and attitudes of children in a desirable direction.

If the safety instruction in the schools does not result in a lowering of the accident rate, the program is not functioning.

If the safety instruction program puts such a brake on action that youngsters get scared to death over normal activity, there is something wrong.

If the program does not result in the individual thinking in terms of what may happen when he or another is undertaking an act of extreme hazard, something is wrong.

If the degree of "built-in-safety" increases with each new building construction, you're going ahead!

If the community support for safety patrols or driver education is growing, the chances are that the safety program is likewise growing in effectiveness.

If parents begin to ask, "What should we do as parents to afford your youngsters reasonable protection without developing undue fears?" the program is catching on.

If there is acclaim, rather than censure, when you talk of expanding the driver education program, you are getting somewhere in safety.

If parents say, "Isn't that marvelous for the schools to do!" when you put on a "Home Safety Check List Questionnaire Project" for the entire community, then you're forging ahead.

If teachers will spend outside-of-school time voluntarily on a Safety Conference: if your Safety Coordinators come up with fresh ideas because they've thought through the safety program for their schools, then you're really ahead of the game.

If more and more teachers are beginning to see that every day activity provides the material for leads into safety interests as an integral part of classroom units, then you can sit up and say, "I think we're beginning to move toward better and better safety attitudes and performance."

## Improving Research in Safety Education

Improvement in research is due in both quantity and quality. We ought to do much better in two types of research for safety education: first in the informal research which a teacher can conduct as part of the improvement of his own technique, unpublished, unreported generally, but of very real value because of its effect on the teacher: and, second, research which is scientifically controlled for



## **How Can Safety Education Be Improved? . . . continued**

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method and validity, the formalized procedure which tends to modify future action on a larger scale. In general, the first type is of special interest to classroom teachers, the second ought to be a necessity in graduate schools of education.

We have, I believe, made considerable recent progress in

### **Improving Accident Statistic Tabulations and Reports**

But how terribly tardy we have been in doing so and how much remains to be done! Uniform definition is hardly agreed upon even now; reports to National bodies are rarely accepted by school systems as a civic responsibility; however, many local schools and an increasing number of school systems seem to be doing remarkably well.

I once attended a safety meeting where page upon page of the National Accident Facts were reproduced by opaque projection. I never attended a duller meeting: everything was happening everywhere else to everybody else.

We seldom make that mistake any more! Classes do the job for themselves; schools likewise, and towns.

We can go very much further toward causing statistics to serve their purpose which is to make the next statistic a more favorable one.

### **Improving the Administration of Safety Effort**

The very fact that Safety cuts across all school areas and invites consideration in all departments, whether instructional or purely administrative, makes it difficult to center responsibility. If you set up a "Safety Division" you run the risk of over-compartmentalization of something which suggests integration. If you center responsibility in Social Studies alone, or in Physical Education and Health alone, you are likely not to achieve the degree of integration which you desire and which a modern curriculum demands. If you try to separate the purely administrative from the instructional you soon find that safety is one of those intertwining factors which pops up everywhere. If you try to emphasize various phases of safety at various levels—primary, intermediate, or secondary—you are immediately faced with the

fact that at least in this respect, safety is different from all other elements of the curriculum, much of it, like all phases of character training is fundamental at all levels.

It would seem that Safety responsibility must be centered in some person close to the Superintendent: a "status" person in the school line-up. Speaking realistically, such a person ought not be related specifically to any one department, but should have easy access to all the areas into which the Safety factor is likely to creep. If the work of this person of status is re-inforced by a representative Safety Committee from the staff, for the purpose of initiating activity and developing policy, the acceptance of point-of-view and project materials will be advanced.

Not only must there be a centering of responsibility at the top administrative level, but this general principle must operate also at all other school levels. Large systems will do well to center policy initiation or suggestion in a staff central committee of representative instructional and service employees, with the status person in action as the Committee Chairman: area representatives might well be chosen to develop activity and to coordinate action. By so doing, all are more likely to come to an understanding of the objectives as well as of the content of safety instruction and action.

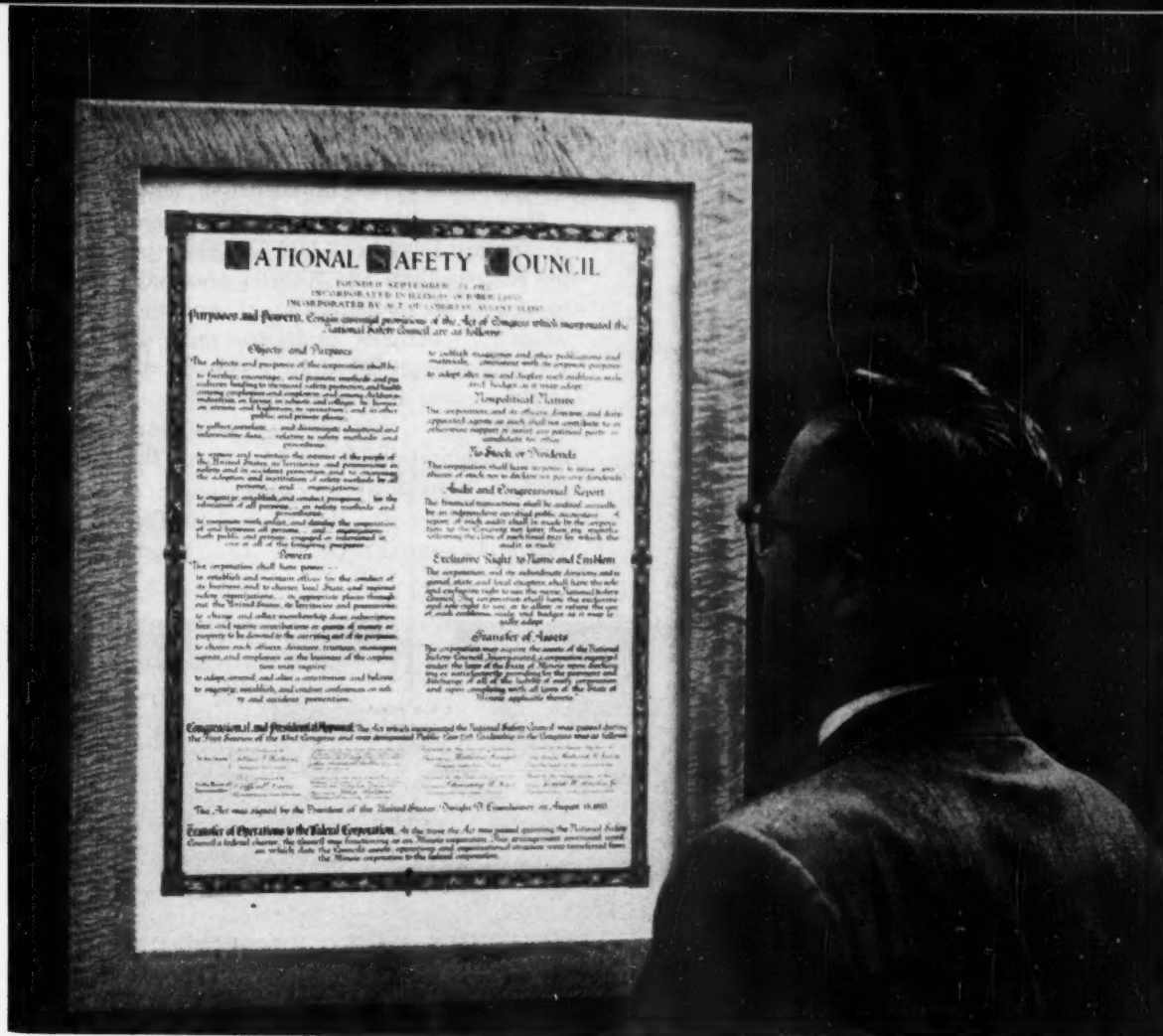
Moreover, it is one thing for the school administrator to state with vigor his belief in education for safety; it is quite a different matter to implement this belief through appropriate action, especially if it costs money. In so many cases the administrator pleads publicity for a complete and balanced program but administers it incidentally and gets results accidentally.

Staff and the public have a right to know where the administrator stands on Safety Education and on certain particular phases of it—driver education, for example. Of course, staff and administration will understand each other better if your position has been determined with due regard for those democratic practices of curriculum development which have become the essence of modern practice.

### **Improving Acceptance of the Safety Program**

This involves improved public relations,  
*Continued on page 38*





First sight to greet visitors to National Safety Council headquarters will be this illuminated parchment, representing the new Federal Charter under which the Council now operates.

## Notice to Members of the National Safety Council, An Illinois Not-for-Profit Corporation:

MEMBERS OF THE COUNCIL were notified November 4, 1953, of a special council meeting to be held in New York, December 15, 1953, for the purpose of considering and acting upon the dissolution of the corporation and the adoption of a plan of distribution, the effect of which was to transfer the assets and liabilities of the corporation, as well as its members, officers, and employees to the federally incorporated National Safety Council.

The special council meeting was held, as announced, and favorable action was taken with regard to the dissolution and transfer. The

effective date for the transfer was established as January 1, 1954. Formal dissolution of the Illinois corporation will take place shortly after that date.

The effect of this action, together with corollary actions taken by the Incorporators and the Board of Directors of the federal corporation will be that, effective January 1, 1954, the National Safety Council's entire structure will be transferred from its status as an Illinois corporation to that of a federal corporation.

R. L. FORNEY,  
Secretary

# You Can't Stop on a Dime!

"STOPPING on a dime" is a well-accepted American phrase. So well-accepted in fact, that few of us may realize that the action it describes is almost impossible of achievement.

However, since May of 1953 over 150,000 elementary school children and their parents in the metropolitan Los Angeles area have had it proved to them that cars . . . and they themselves . . . actually can't stop on a dime . . . and that the belief that it can be done may sometime cost anyone of them his life.

The proof in this case has come from a practical presentation devised to teach these children to "slow down and live."

Each school day this year, Lois Esterbrook, Safety Consultant of the Los Angeles City



*"Good morning, boys and girls. We are here to demonstrate 'quick stops', 'blind spots' and the correct way to cross the street," says Lois Esterbrook as she and Officer Harrison open another program at a Los Angeles elementary school. The traffic light, dual control car and public address system are necessary equipment.*

It's visual safety education as  
Los Angeles proves to its  
elementary school children that  
"sudden stops" are impossible.

Board of Education, and Officer Ray Harrison of the city's Police Department, have loaded a portable traffic light, a loudspeaker, and other equipment into a city "safety and traffic education" car. They then have traveled out to visit another of the city's schools, at the invitation of the school's principal, P.T.A. president, or safety chairman.

The demonstration that follows, on the school playground or wherever there is space enough for a gallery of interested spectators plus a large "stage" area, involves not only Miss Esterbrook and Officer Harrison. Instead, having witnessed that cars cannot stop on a dime (but actually need some 40 feet if traveling even at only 20 miles an hour!) some of the students themselves then participate in a series of maneuvers for further traffic safety education.

Invited to run or ride a bike as part of the demonstration, a child is instructed to stop as quickly as he can after hearing a whistle. (The whistle is intended to denote a moment of possible danger were the youngster in traffic.) On foot or bike the student starts his "run,"



*Officer Roy Harrison blows his whistle, points to the spot where the running boy first became aware of danger and then failed to "stop on a dime."*



*Officer Harrison points to the first skid mark; the boy on his right marks the point where the girl first heard the whistle indicating danger.*

hears the whistle, and comes to a full stop. Officer Harrison and fellow students then mark the spot where the student was when the whistle sounded and measure the distance to where he finally stopped. The wide-eyed youngster and the audience thus discover that it may take as much as 30 feet for a bike rider to brake to a stop after sensing danger . . . space

enough in which to snuff out a life!

The fact that cars have blind spots is also explained to the students in graphic fashion.

Currently the only team of their kind in the United States, Miss Esterbrook and Officer Harrison are booked solid for the next two years in schools which have not yet seen their demonstration. Some 120 other schools have requested a repeat performance for incoming students. And parents, teachers and principals are alike impressed with the program.

Writing to Cecil G. Zaun, Supervisor of Safety, Los Angeles City Board of Education, following the demonstration completed at her school late in October, Clara E. McCanles, principal of the Murchison Street School, put it



*"Posts in a car make blind spots almost as big as if you hold your hand in front of your face and close one eye," says Lois Esterbrook. Pupils try it.*



*"A stopped bumper is a safe bumper." Officer Harrison shows how to look around a stopped car before stepping into the next lane of traffic.*

this way:

" . . . a lesson well-planned, beautifully motivated, and wonderfully evaluated. Not only did we enjoy this demonstration, but the effects have already begun to show in the attitudes and safety habits of the children. . . . In our estimation it was the best safety demonstration we have ever witnessed."

*These students at Technical High School in Omaha are preparing safety copy for the Tech High News.*



## The Safety Story

High school newspapers in Omaha, Nebraska, hit hard and consistently at the safety theme in student-written editorials and front page stories.

*by Leon O. Smith*

*Assistant Superintendent  
Omaha, Nebraska, Public Schools*

HIGH school students, characteristically, will listen to each other before they listen to parents, teachers, and other "oldsters." That's probably as true, if not more so, of the subject of safety than of any other. Which is why a recent trend in Omaha high schools is proving heartwarming to school teachers and administrators alike.

For years the Omaha schools have been actively interested in the field of accident prevention. There has always been a conscious emphasis on safety education in both elementary and secondary schools. As far back as 1925 the schools, in cooperation with the local safety council, issued an outline for safety

instruction and a suggested constitution for junior safety council organizations.

Thus, administration-inspired, there grew up in Omaha high schools student councils . . . plus an inter-school student council meeting once monthly to discuss subjects of city-wide interest. Then, teacher inspired . . . and later abetted by the meetings of this same inter-school student council . . . in 1952-53 there arose a special interest on the part of all Omaha high school newspapers in the subject of safety. The result has been a regular, sustained, and inspiring series of student editorials and feature articles in a high school press reaching almost 10,000 Omaha teen-agers every week.



The five schools involved are Benson, Central, North, South, and Technical High. It would be hard to say which one of the high schools started the emphasis on safety in the school newspaper . . . a number of the papers seemed to begin their articles about the same time. But it is safe to say that the effectiveness of the articles and editorials in the various school papers is due to the great amount of spontaneity on the part of the student journalists.

For example, Gunnar Horn, instructor of journalism at Benson High, says that editorial topics are chosen by a majority vote in staff meetings. Volunteers then write upon the selected topic, with, usually, five or six students volunteering for each subject. These volunteer editorials are later read aloud, anonymously, at a staff meeting and the best editorial is selected by majority vote.

The city police and fire department likewise have furnished material for editorials, and some safety articles have arisen out of facts furnished by instructors of high school driver education courses.

One major source of sustained interest in safety and inspiration for high school editorials has been the activities of the junior safety councils. From time to time the council members confer with editors of the papers, even to the extent of suggesting current safety problems and conditions which should be covered. And once aroused, the student journalists do more than editorialize on the activities of others . . . they initiate safety projects themselves.

In September, for example, the Central High Register planned a survey of student use of an underpass near the school. The results of that survey made a front page safety story on October 9. Coincidence added to the effectiveness



*The Central High Register is off the presses; these students can relax and read the results of their journalistic efforts for safety. Note the front page story headed, "Walk, Drive With Caution, Your Life May Be Saved."*

It often happens, says Instructor Horn, that the group will want to combine elements from several of these initial editorial attempts. The writers then collaborate on the final try and this copy is edited by the student editor-in-chief . . . who presided over the meeting where the group decisions were made.

Students in all high schools have been given adequate inspirational assistance for their editorial efforts. Much material in the field of safety stems from the central administrative offices of the schools, where one of the assistant superintendents serves also as supervisor of safety education for both elementary and high

of the feature when, that same week, a teenager returned to school on crutches and still in a plaster cast. (She had been hit when running for a bus two weeks earlier.) But it was editorial know-how which positioned her statements on safety immediately below the survey article . . . especially since the survey revealed that more than half of the students for whom the underpass has been constructed were failing to use it, instead were taking chances darting out between automobiles on the street above.

Traffic hazards form a major share of the subjects discussed by Omaha's high school journalists. But articles have also covered what

to do in case of fire, running in the corridors, slipping hazards caused by trash thrown carelessly on school steps, summer hazards, and other topics. Several editorials have treated generally of the student's responsibility for his own safety in every situation, with the necessity to "take care" at all times.

What are the results of such student editorial effort? They are obviously difficult, if not impossible, to tabulate. But we can assume a few.

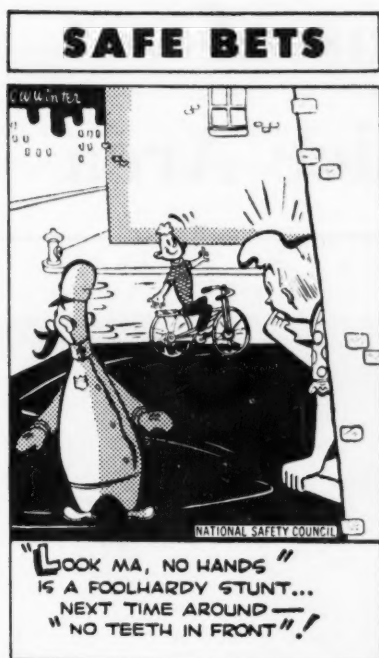
First of all, we know that nearly 10,000 teenagers in Omaha are reading their student weeklies with (perhaps) greater interest than they do the city dailies. Here is material they or their best friends have written . . . which gives special reason for reading it to the last line. Sooner or later some of it sinks in, makes sense, and, we think takes hold. This is even true of parents, since there are homes in Omaha where the high school weekly may be practically the only paper received.

Results can be assumed to be especially

effective among those students who produce the school papers and who thus come in closer contact with the facts behind the safety stories they write. Many of those who write for the school papers are not future editors, either . . . they are, instead, student leaders interested in having a part in one of the outstanding class activities . . . popular young men and women who want to be constantly "in the swim." Once working on a school weekly whose staff has been stimulated to "think safety," these school leaders are carried along, pass on the paper's ideas on this important subject to their personal friends not on the staff.

High school journalism of this type molds the thinking of teen-agers along safety lines, builds future citizens more likely to both live safely and participate in organized, city-wide efforts for safety. At the same time, some of the students on the paper will continue their journalism through college and into lifetime careers. Having thus learned in high school to





#### Help for Student Journalists

Mats or glossy proofs (suitable for reproduction) of such ads as the one above are available free from the National Safety Council for your high school newspaper. All safety subjects are covered; those most suitable for high school use are: *Safe Bets* (treating traffic, home and recreation safety); *Hearth Aches* (home accidents); *Bumper Crop* and *Here's the Dope* (traffic); *Winter Follies* and *Uncle Melty* (winter driving). Size of all is as above. For your mats or glossy proofs write directly to the Public Information Department, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois, and ask for the safety ads you can use by name.

express themselves on safety subjects, they are not likely to forget the need for constant propaganda for safety in the future.

How do we Omaha educators feel about the safety story and the way it may be woven first into high school journalism classes and, through these classes, into the daily life of the community? We recommend this method of safety education highly . . . both as a measure to meet an immediate and foreseeable future need to preserve the lives of our youth and as a way to mold better informed, more alert, more cooperative citizens for tomorrow. Which is, after all, what every educator constantly and consciously strives to achieve!

## National Advisory Committee for Rogers School Safety Awards Program Named

THE National Advisory Committee of elementary school teachers and administrators to assist Roy Rogers in his Annual School Safety Awards Program has been selected.

Chosen to serve on this committee because of their outstanding contributions in the field of safety education are:

Lillian Gilliland, chairman, safety sponsor of the Britton Elementary School in Oklahoma City, Oklahoma . . .

Dr. Zenas R. Clark, administrative assistant, Wilmington Public Schools, Wilmington, Delaware . . .

Jess T. Holmes, director of safety education, State Department of Education, Santa Fe, New Mexico . . .

Victor E. Leonard, principal, North Mianus School, Greenwich, Connecticut . . .

James W. Mann, principal, Hubbard Woods School, Winnetka, Illinois . . .

Mayme McCarter, teacher, Northern Michigan College of Education, Marquette, Michigan . . .

Thelma Reed, principal, William Volker School, Kansas City, Missouri . . .

Elsa Schneider, specialist in health instruction and physical education, U.S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. . . .

W. M. Tate, principal, DuPont Elementary School, Nashville, Tennessee . . . and

Cecil G. Zaun, supervisor of safety, Los Angeles City Schools, Los Angeles, California.

The committee will meet annually at the National Safety Congress in Chicago to review the Rogers Awards program of the previous year and to make recommendations for the following year. Mrs. Gilliland, as chairman, will also travel to Los Angeles to assist Roy Rogers and his wife, Dale Evans, in the final judging of the annual awards program.

Begun in 1949, the Rogers School Safety Awards Program is now in its sixth year. Schools placing first in the annual program to date are: 1949, John M. Patterson School, Philadelphia; 1950, Balboa School, Glendale, California; 1951, Britton School, Oklahoma City, Oklahoma; 1952, Twin Lakes School, Tampa, Florida; and 1953, S. S. Dillow School, Fort Worth, Texas.

# The Pros and Cons of a Protected Practice Area



Safe mid-winter behind-the-wheel training is assured Detroit students at Pershing High School, who practice on this protected area. (Norman York Photo)

by **Ivan Eland**  
*Driver Education Instructor  
Missouri Valley Schools  
Missouri Valley, Iowa*

**B**EFORE we begin to discuss the relative merits of all-road practice in driver education versus a protected area for the same purpose, it might be wise to define the terms.

"All-road practice" as it will be used in this article indicates road training from the time the student begins his driving course until he finishes. Under this system he drives on a little-used street or highway in the beginning and upon finishing has been subjected to heavy traffic.

"Protected area" indicates space set aside on private property, a fairgrounds . . . or any blocked off area free from all traffic.

What points are there in favor of such a protected practice area for students? As delegates at the last Iowa Safety Congress saw them, there are five:

First, none of us has yet to find a driving instructor who is interested in public suicide. The personal nervousness of the instructor who has

his student driving on the road can easily be transferred to the student. A protected area on the other hand promotes confidence in the instructor and thus gets both the instructor and the student off to a good start.

Second, without a protected area for driving training an accident can happen . . . and an accident with a driver training car is poor public relations for any school. It was the consensus of opinion at the Iowa Safety Congress that local newspapers have a tendency to "front-page" an accident in driver training. Also, even if there is not an accident, there is, for both student and teacher, a "fish-bowl feeling"—the local citizens, aware of the training situation, seem to watch every move that is made.

Sometimes this can be a healthy situation that teaches adults better driving practices. Almost without exception at least two persons will be watching my students practice parallel parking downtown, for example . . . and I believe they do so not so much from curiosity as from wanting to pick up pointers on parking for themselves. But this situation can also create an atmosphere which makes it hard for the student to operate well. Moreover, public censure and criticism of the school program are to



**Sooner or later you and your driving instructor will come to this problem: should your students do their practice driving on the road or in a protected area? This article presents both sides of the question, as drawn from comments at a discussion on the subject at the 1953 Iowa Safety Congress.**

be avoided at all costs. And a great many adults seem to enjoy trying to catch the instructor making a mistake. This would be impossible in a protected driving area.

Another problem which a protected area helps to solve is that of overcoming a lack of confidence on the part of the beginner. This is especially true of students with some handicap. (We have some from time to time with arm or leg impairments from polio.) A protected area helps them to learn compensations in strength and movement for each individual habit, at their own pace and without feelings of embarrassment. This is even important for the student without an impairment. For it is lack of confidence which breeds fear. Fear in turn promotes tenseness. And the tense student driver is "all arms and legs"; he makes a lot of mistakes.

Attaining confidence is the most important reason for using a protected area. Many instructors at the Iowa Safety Congress had noted quite a difference between the student trained on a protected area and the student trained elsewhere. In new traffic situations the student trained on the protected area was not tense; conversely, his fellow trained elsewhere tended to become nervous and excited.

Some instructors at the Iowa Safety Congress pointed out that they had many over-confident students (especially boys) and that they had to break this confidence down rather than build it up. I still believe that there are many more with a lack of confidence than with over-confidence . . . and a few difficult driving problems will soon take care of the latter.

The fourth point in favor of a protected area is that of getting basic habits formed into a pattern before going into traffic. Some instructors, after six to eight weeks of road training, have still found students watching hands and feet rather than concentrating on traffic and on keeping their car on the right side of the road. There have been cases where students pulled out in front of cars at stop signs on hills because they were concerned with keeping the car from rolling backward. There have been other cases where students have dropped their eyes to shift, to work the clutch, or the brake, while the car

zig-zagged all over the road. With a protected area the student would have established these basic habits before going on to the more complex problems of traffic.

Finally, the heavy traffic conditions in larger cities and towns will often make it imperative that a protected area be used for driving training.

How do these persons feel who prefer all-road practice for driver education students? At our state Safety Congress they made four principal points:

First, these people feel that students advance much faster and learn fundamentals much easier when taken right out into traffic to be trained. Some instructors actually feel that the student is one-third better trained under this procedure.

Second, they claim that there is no substitute for experience. And on the road, this experience consists of many factors. For example, while getting valuable experience from the different traffic situations which come up unexpectedly, the students also educate adult drivers in better driving practices. Second, one experience builds upon the bricks of past experiences, till we eventually have a seasoned driver. They claim, too, that one of the best ways a driver's depth perception and judgment can be trained is through experience with live situations.

Say the proponents of all-road practice, through everyone's life he must cope with the unexpected, and so it is with road practice. On the road the instructor is able to put the student into situations that he will encounter through life (and although you cannot produce an experienced driver in a period of weeks, you can equip him with the basic skills to meet more complex situations). For road practice, they say, helps the beginner to foresee and anticipate dangerous traffic problems . . . it teaches him to be looking ahead for quick decisions he will be forced to make.

The third claim on the part of those who prefer all-road practice is that the student who starts in a protected area and then moves on to the road has a big adjustment to make. In a protected area he had time to think before

*Continued on page 40*

# WILLIE



The playlet presented on these pages was composed last year by the third grade of Whittier School, Sioux City, Iowa. Presented at the school assembly under the direction of teacher Inez Lippert, it appears in *Safety Education Magazine* with the permission of W. C. Yeager, Director of Safety Education for the Sioux City Schools and Principal at Whittier. The lyrics to the bicycle safety song are his.

We suggest: the children in the lower elementary grades of your school may enjoy hearing or dramatizing the story of Willie and the bicycle. Better yet, just as youngsters in Sioux City, they may enjoy writing a playlet of their own for presentation before their fellow students. Either way, they'll learn sensible safety principles, whether with regard to bikes or any safety subject you care to stress. And they may learn these principles better because they will have fun while they are doing so!

First names of youngsters participating in the Whittier dramatization have been published with the lines merely to help indicate the number of children involved and the story sequence.

... The Editor



# and the bicycle

... a playlet for your class to dramatize,

have fun with ... and learn safety principles from ...

**ANNOUNCER:** We will tell the story of Willie, the Safety Rabbit, and the bicycle.

**Wayne:** One day, when Willie was coming home from the garden where he had eaten his supper, he jumped up on his observation post. He saw a boy coming up the street on a bicycle. The boy rode around the block.

**Jim:** Soon his mother called him in to supper. But the boy begged and begged to ride just a little longer.

**Priscilla:** There was no headlight on the boy's bicycle. But the street lights soon came on. So the boy kept riding.

**Craig:** There was an alley with a steep grade. So the boy decided to ride up the alley.

**Barry:** First he stepped on one pedal and then he stepped on the other pedal. (The grade was so steep he had to stand up to pedal.) Willie thought that was a funny way to ride. Soon the boy disappeared up the alley.

**Joan:** Willie was about to leave his observation spot, when he heard the approach of an automobile. It was coming fast. The driver put on the brakes. He turned a sharp corner and headed toward the alley.

**Pamela:** Even as Willie watched, he saw the bicycle come down the sloping alley. The boy did not see the car, and the driver did not see the boy. There was a crash ... and all was still!

**Terry:** Then Willie heard some groans. He saw another big black car come screaming around the corner. It threw a searchlight on the scene.

The men in the big black car got out and placed the boy and the man on long narrow beds. Then the screaming noise began again and the car disappeared into the night.

**Bob:** Willie scampered home and told his mother what safety-wise people should do. The boy should have had a head light on his bicycle. The car was going too fast, and the boy was going too fast.

**Wayne:** We have made up a tune to Willie's Safety Poem. We'll sing it for you.



Lyric by H. C. Tesser  
Music arranged by Nadine Howard in cooperation with JA - Whittier

A bi - cy - cle can be a use - ful tool  
To ride to work or play or school  
It al - so is a source of dan - ger  
If it is rid - den by a careen - er  
who does - n't know bi - cy - cle rule  
And acts just like a stu - pid fool.



*pointing the way.....*

## Second National Conference Maps the Route of Driver Ed Improvement

*by Russell Brown*  
Staff Representative  
Driver Education Section  
National Safety Council

**“WE NEED** more experience with driver education by putting more programs into operation in our high schools. We need to know more about the kinds of instruction that move us effectively toward the goals of driver education. We need to have more and better teacher preparation. We need a great deal more public appreciation and support of the driver education idea. One of the primary purposes of the present conference is to point the way toward the next steps which will clarify the many unanswered problems.”

It was Frank W. Hubbard speaking. Director of the Research Division of the National Education Association, he was making one of two opening addresses at the Second National Conference on Driver Education held at Michigan State College, East Lansing, last November 15 through 18.

The three day conference, administered by the National Commission on Safety Education, had been called to examine and revise driver education policies and recommendations formulated at the first conference four years previous.

Present at the conference, by special invitation only, were 225 selected delegates. Each one had been picked to attend because of his interest in or capacity to perfect methods of driver education today. Among the delegates were classroom teachers, school administrators, college professors, officials of state departments

of education and safety and representatives of some 30 national organizations furthering driver education.

At the opening session they heard Frank Hubbard lead up to the challenging statement above through a point-by-point report of two statistical surveys of how far educators have come in the vital field of driver education. The results of those surveys can best be presented in his own words:

“It’s nice to estimate that there are at least 10,000 high schools offering *some kind* of driver education, but I am inclined to think on the basis of our studies that not more than one in four of these courses can be considered adequate from the standpoint of recommended standards.”

At the same opening session Pyke Johnson, Consultant to the President of the Automotive Safety Foundation, added . . . “the responsibility upon you as you meet here today for the Second National Conference on Driver Education is so great as to be awesome, but not, I am sure, beyond your capacity. . . . There is no room for complacency.”

Following these two preliminary speeches, delegates to the conference separated into groups to discuss the “how” of improving driver education in six specific areas: driver education for adults and out-of-school youth . . . general supervision, program standards and teacher



certification . . . driver education for college students . . . research in driver education . . . preparation of driver education teachers . . . driver education for secondary school students.

Some of the subjects covered in the work were such new developments as "mock-up" similar training devices, teen-age traffic aides, the increased interest of other organizations in the spread of driver education courses. Out of their separate deliberations came preliminary reports. These reports will be used as a basis for a revised guide book or books, similar to the *High School Driver Education Policies and Recommendations* which grew out of the Jackson's mills conference. Final wording of resolutions of the conference will be determined by an editorial board.

Meanwhile, however, it is enlightening to review the subjects on which the conference found general agreement. For example, the group re-affirmed a previous resolution that contests outside of school control should not be sanctioned. They added the comment that prizes offered for driving skill do not give considera-

*pointing the way . . . .*

"It's nice to estimate that there are at least 10,000 high schools offering some kind of driver education, but I am inclined to think on the basis of our studies that not more than one in four of these courses can be considered adequate from the standpoint of recommended standards."

**Frank Hubbard**  
Director, Research Division  
National Education Association

tion to driver attitudes necessary for the successful operation of an automobile.

Another fundamental problem given careful consideration by the conference was the use of synthetic training devices. The report stated that such devices have potential value in reducing the time necessary to teach fundamentals and in preparing pupils to meet driving emergencies, but that "mock-ups" and similar training aids should be used only as supplementary to the basic experience behind the wheel.

Teen-age conferences were discussed in connection with attitudes, a problem with which this meeting was particularly concerned. The group felt that these and similar kinds of cooperative youth study groups could contribute to development of better attitudes. They felt also that young people should have full opportunity to assist in the programming and management

of their meetings. Moreover, though sponsored by the schools, the conferences, they agreed, should utilize the resources of other groups and agencies with the same educational objectives.

In fact, said the conference, schools should make the best use of all suitable community resources. It was suggested that local groups could assist the school by providing appropriate materials, supplying equipment, facilities, and other assistance according to need. In any case, such groups should be informed of the local school's particular program needs and make their contribution in an integrated manner.

Other recommendations of the conference were:

► that a national agency be designated to complete a list of needed research topics in driver education, disseminate the list, stimulate research and publish their findings . . . and that

► there be more and better driver education courses in colleges and universities to increase the qualifications of the high school driver education instructor. In-service training suggested by the group for consideration by schools and colleges included extension courses, seminars, conferences, clinics, institutes, workshops and advanced courses in driver education.

The National Commission on Safety Education made this statement in its published report of the Jackson's Mill Conference: "Continuous evaluation and research are necessary to the progress of any educational program, particularly during its developmental stage." The Second National Conference on Driver Education at East Lansing last November was an inspiring demonstration of that policy put into action. ◀◀

*pointing the way . . . .*

**THE NEXT STEP . . . NEXT OCTOBER**  
A. E. Florio, Chairman of the Program Committee, Driver Education Section, NSC, reports the next logical step to the work completed at East Lansing is underway. Meeting at that conference, the program committee made initial plans to set aside one half-day at the 42nd National Safety Congress in Chicago next October for a discussion of this topic: "How can the driver education instructors of the nation make best use of the policies and recommendations concluded by the Second National Conference on Driver Education?" More information about this interesting session will reach you as Congress schedules and programs are made more definite in the months ahead.



## NO NOON HOUR NONSENSE, PLEASE!

Have you wondered how you could remove worries about "chicken" and other highway games from your administrative diet? The suggestions from the safety education chiefs below may help you to provide a noon hour recreation menu omitting murder for your students.

*We asked a question:*

*It frequently happens that high school students who drive automobiles to and from school will use those cars during the noon hour to take short rides around or away from the school grounds. Often the cars will be loaded with fellow students, also the young people may drive too fast for safety to other children in the school area.*

*How would you suggest controlling such a situation, without limiting the right of these young people to drive their cars?*

*These answered out of experience:*



**MELVIN T. SCHROEDER**

*Supervisor, Driver Instruction  
Los Angeles City Board of Education  
Los Angeles, California*

The use of personal automobiles by high school students during the noon hour can present quite a problem to the school administration and local law enforcement agencies . . . to say nothing of the hazards involved to both the driver and his passengers.

The Los Angeles City High Schools met this problem years ago by adopting the policy of requiring students to remain on the school premises during the lunch hour unless a special permit to leave the grounds was requested by parents or guardian.

We have felt for some time that the schools have a basic responsibility to parents to see that their children are kept free from harm during those hours of the day when students normally are attending school. In keeping with this

philosophy we have generally adopted the regulations requiring students to remain on the grounds during school hours.

In the event any student who leaves the grounds on a permit is reported to be using his automobile in a reckless and unsafe manner the permit is cancelled until assurance is given by the student and parent that the situation will not be repeated.



**HOWARD WALLACE**

*Driver Training Instructor and  
Safety Supervisor  
Perry Central Schools  
Perry, New York*

This question is a rather difficult one. Without limiting their driving rights, some students will not heed the advice of older people, especially teachers. However, it has been our experience

here that most students cooperate pretty well. Where the human factor is involved we will always have some who will refuse to conform. It seems to be a teen-age characteristic to want to show off as soon as he gets behind the wheel of a vehicle capable of producing anywhere from 85 to 200 horsepower. I say "he" because it is much more prevalent and noticeable with boys than with girls.

We all realize that practical and functional instruction in safety should become an integral part of the educational experiences of children. Then we must begin with the children when we first get them in school and never let up on the importance of safety throughout their school life. To accomplish this goal, we order enough copies of safety posters and teaching sheets so that all elementary teachers have them. The posters are put on the bulletin boards in each room and lesson suggestions are used by each teacher according to the ability of her group.

I am fortunate in having a superintendent who favors use of driver training students as a safety patrol. Our school has about 1400 students, both elementary and secondary. It requires at least six patrols on duty before school, six during the noon hour and six after school. Through this experience these young people learn the problems that face all pedestrians and drivers.

In our driver training classes we discuss all phases of traffic safety and, through road training, the proper techniques are practiced and correct attitudes developed. Many 16 mm moving pictures concerning driving methods, attitudes, safety on the highway are shown at our weekly class meetings. At the end of the semester all driver training students and other high school students with licenses get an official-looking certificate called "Dad to Daughter" or "Man-to-Man" agreement. This is read over carefully by both parties, discussed and then co-signed. A similar card that the student may carry in his or her billfold is also signed at the same time. While these are not legally binding, they seem to have

a somewhat positive effect on both parties.

Another method that we use to discourage noon hour driving is to offer an attractive lunch hour program so that the students will not want to leave the school grounds in their cars. At present we have ping pong, shuffleboard, basketball, volley ball, and round and square dancing. Within another year grades 9-12 will be in a new building where such sports as small bore rifle shooting and archery will be added to the recreational program.

In my own opinion, education, not cure, is the answer. It does no good to lock the barn after the horse is stolen.



**C. BENTON MANLEY**

*Director of Safety Education  
Springfield Public Schools  
Springfield, Missouri*

The problem of the student who takes his car for a drive during the lunch hour has caused little difficulty in our local high schools during recent years. A basic reason for this is that various agencies in the schools continually work at educating pupils in the proper use of their cars. A brief summary of these activities is as follows:

► **The Driver education course.** Every tenth grader is required to take a driver education unit as a part of the general education program of the senior high schools. Since the Missouri laws require that a person must be 16 years of age before he obtain's a driver's license, the great majority of our pupils have had the driver education course before they receive a



license. The driver education course not only gives a pupil technical instruction about the intricacies of safe driving, it also constantly stresses proper attitudes and courtesies in relation to it.

A considerable number of pupils also enroll in a separate course in behind-the-wheel driver training after they have satisfactorily completed the work in the unit on driver education. At the end of this course each one receives a certificate which assists him greatly in obtaining his driver's license.

► **Automobile registration.** All students who drive to school are requested to register their automobiles on a form provided by the principal's office. While the chief purpose of this is not the enforcement of driving regulations, it assists greatly in identifying the occasional pupil who violates them.

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## SNOW RULES . . .

When the first snow fell on Chicago, Illinois, this winter, a seven-year-old living in a south side block (and his compatriots) decided a snowball fight would be great fun. But the seven-year-old, on his own, decided a safe snowball fight would be even more fun.

Thereupon he sought out a neighborhood friend (who chanced to work at the National Safety Council) dictated to her 10 rules for the block snowball fight. Written down and distributed the day before the big event, they read like this:

1. No kids under 2-A or over 8-A, and no kid without a copy of these rules of his own or her own.
2. Don't hurt anybody!
3. No washing faces with snow.
4. No ice or stones in snowballs.
5. Stay in this block.
6. No one in the street when a car is in the block!
7. Don't throw snowballs while a car goes by.
8. Don't throw near a window.
9. Whenever a car comes into the block, all the umpires shout: "Car in the block!" As soon as the car has crossed the street or turned the corner into the next block, the umpires shout: "Car out of the block!" Then it is okay to go in the street again. (Umpires were 2-B boys and girls.)

10. Whoever charges up to the other team and gives them the works wins!

We never did discover whether or not the boys or girls won the snowball fight. But safety certainly seems to have gained the day!

► **Short lunch hour.** Several years ago a staggered lunch hour in which each pupil is given 35 minutes in the clear to obtain his lunch was established. This was done to keep pupils from having to stand in the lunch lines so long and to facilitate the administration of the lunch period in general. It has proven of great help in dealing with the problem student who takes a group of his friends for a spin during the lunch hour . . . the time provided is now too short for such activity.

Staggering the lunch hour also means a comparatively small portion of the student body has lunch at a given time. These lunch periods are based on class schedule arrangements and not on personal convenience or preference. Consequently, the pupil who has a car to drive during the lunch period finds some difficulty in getting his friends together for a ride.

► **Student safety council.** This group conducts a continuous campaign for safety, including that related to the use of cars, through assemblies, the daily bulletin, the school newspaper, reports of room representatives, and other devices. This constantly keeps before pupils the need for safe, courteous driving.

► **Work of the guidance staff.** The counselors and deans of our senior high schools work with individuals in cases of unsafe driving, particularly when such offenses occur to and from school and during the lunch hour.

A former traffic director of the local police department who now serves as a school system safety officer also counsels with students who violate the rules of courteous driving and the safety code.

► **Lunch permits.** Pupils who leave the school campus, either to go home or elsewhere, are required to obtain a written permit which has been requested by their parents. Such permits may be revoked by the deans or the principal for infractions of good driving practices during the lunch hour.

► **Cooperation with local police.** Local police also cooperate closely with school authorities in dealing with pupils who misuse their cars during the lunch hour. Such cooperation usually does not include an arrest, but may provide the basis for a conference or other action on the part of the administrative or guidance staff at school.



*Make 1954 Safer With  
Graubard's  
Nationally Known Safety Patrol Equipment*

**"THAT PROMOTES SAFETY"**

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well. Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

**PRODUCTS AVAILABLE INCLUDE:**

RAINCOATS  
White—Yellow—Black  
HELMETS  
CAPES  
RUBBER LEGGINGS

BELTS  
BADGES  
CAPS  
ARM BANDS

BOOTS  
JACKETS  
LETTERS  
PENNANTS

BANNERS  
UNIFORMS  
CAUTION FLAGS  
TRAFFICONES

**GRAUBARD'S**

"America's Largest Safety  
Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

# Cincinnati Makes Certain

An identification card for the lapels of children starting to school makes sure that youngsters in this Ohio city will reach home and school safely.

**L**AST September, in an effort to make initial school days for new kindergarten or first grade youngsters safe as well as happy, Cincinnati carried out a unique safety project. It is a project you may wish to adapt for use in your locality next fall . . . and now is not too early to get interested groups together and start making plans.

Teachers of kindergarten and first grade children in the Ohio city were provided, last fall, with the badge illustrated on this page. In the shape of a standard "stop" signal, and printed in black on "traffic yellow," the heavy paper badge measured approximately three and one-quarter inches square. It was designed for easy handling, as an identification card.

One side of the badge, intended to be pinned by the parent to the coat of the child starting out for school, carried the youngster's name, home address and telephone number and school name and address. Opposite side of the badge carried safe rules for the youngster to follow, reading thus:

"To be safe, I will:

- "1. Walk on sidewalk, never in the street.
- "2. Cross only at corners.
- "3. Look both ways.
- "4. Watch for turning cars.
- "5. Obey traffic helpers.
- "6. Not play in street.
- "7. Be especially careful on rainy days.
- "8. Never enter the street between parked cars.
- "9. On country roads, walk on extreme left side of the road facing traffic."

The badge was provided by the Greater Cincinnati Safety Council, in cooperation with the city police department, the traffic engineering department, the Cincinnati Auto-

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**SAFE WAYS  
ON SCHOOL DAYS**

My name is \_\_\_\_\_


Telephone No. \_\_\_\_\_

Street address \_\_\_\_\_

Name of school \_\_\_\_\_

Street address \_\_\_\_\_

**Train Your Child to use the  
Safe Way to School**



(Pin this to me)

bile Club and the Parent Teacher Associations in Cincinnati and Hamilton County public and parochial schools. (Similar civic organizations may be helpful to your school system in planning a badge project for your incoming school children.)

When announcing the badges, the Greater Cincinnati Safety Council addressed to principals information intended to aid parents in guarding the safety of their children traveling to and from school. It is good information, worth repeating to your P.T.A. if not elsewhere:

"All parents should recognize the importance of good example. Parents who obey traffic rules and regulations and the moral code of courtesy and consideration will ultimately find that their children are following this good example.

"Parents should take their children to school until youngsters know the safe way. The route selected should include streets where there are adult crossing guards and school safety patrol members. Children should be cautioned to obey these traffic safety helpers.

"Check on your child's knowledge by having him or her take you to school and have the child point out the traffic safety helpers and why he crosses at particular corners.

"In order to insure the greatest safety of all children in and around the school building, we urge you:

"Park only in designated places at designated times.

"Avoid double-parking in the vicinity of schools. This interferes with traffic and confuses youngsters.

"Always see that your child leaves the car from the curb side, thus avoiding walking in front of or behind the car.

"Do not ask your child or any child to violate a traffic safety regulation."

Lower Elementary

# SAFETY LESSON UNIT

February • 1954



Sketch SS9951-A



What are some other ways to make the bathroom safe?



What are some other ways to make the kitchen safe?

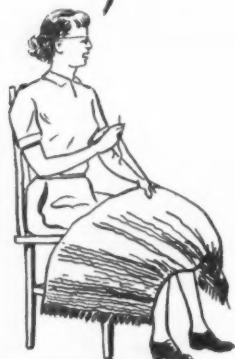


What are other things we can do to keep baby safe?

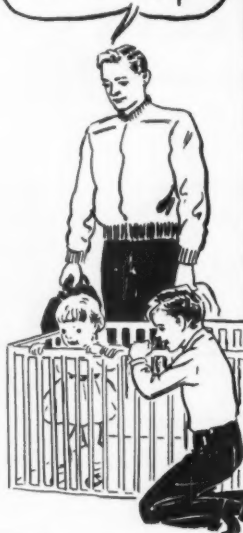
Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



⑥ We are trying to make the house safe. I am fixing this rug so no one will fall.



Good! What can I do to help?



⑦ When you have fixed that step, will you fix the light in this dark hall?



What other things could Father do to make home safe?

⑧ This gun is unloaded and I will lock it up in here.



I will put away the fish hooks.



What other dangerous things should be put in a safe place?

⑨ I will put up a fence so baby cannot run into the street.

Father, this is better than getting hurt, isn't it?



Tell what you can do to make your home safe?

## Something To Do

Make a picture booklet of things you can do to help keep your home safe.

# Upper Elementary SAFETY LESSON UNIT

February • 1954



Sketch S-9951-A



## Safe at home!

A great many people were hurt at home last year. Many people were killed in home accidents. But home can be a safe place if everyone helps to make it so.

You can help to make home safe, if you know what to do, and if you do the right things, like the child in the poster.

Falls hurt and kill more people than any other kind of home accident. Do you know how to prevent falls? There are some good rules hidden in these sentences. Cross out *any* words that make the sentence foolish. Put in words that will make them good rules.

unsafe

SAMPLE: It is ~~a good idea~~ to leave toys and other things on stairs until you have time to put them away.

1. Keep stairways and halls dark to prevent falls.
2. Torn stair carpet can cause an accident if it is repaired too soon.
3. You are more likely to miss the bottom step going into the basement if it is painted white.
4. Wipe up oil, grease, or water spilled on the floor after someone has slipped on it.
5. Small rugs on bare floors are safe because they are slippery and cause falls.
6. Cracks in the linoleum and broken floor boards should not be repaired because that might prevent a fall.
7. Chairs with shaky legs are safe for heavy people and older people.
8. A rubber bathmat in the bathtub causes falls.
9. It is wise to place furniture so it partly blocks doorways because that causes falls.
10. Use a stepladder rather than boxes and chairs to reach a low place.
11. Long lamp cords strung across the room can prevent tripping.
12. If you run up and down the stairs you are less likely to fall.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Many babies and small children are killed and hurt in accidents at home every year. Do you know how to keep baby safe from harm? Find the good rules in these sentences by taking out any wrong words and putting in the right words.

1. Gates at the top and bottom of stairs should not be used if there is a creeping baby in the house.
2. The kitchen is a good place for baby to play when Mother is cooking.
3. Keep medicine anywhere when there are young children in the house.
4. Test the temperature of the baby's bath water with your hand to find out if it is right for him.
5. Small things like beads and marbles make safe playthings for baby.
6. Because babies and young children are curious about things, you should put all the harmless things out of their reach.
7. A large soft feather pillow is safe to use in baby's bed.
8. We should use care when putting babies and small children in the sun because they burn less easily than older children.
9. Small children should be told to pet strange dogs.
10. A baby in a high chair does not need to be watched.

Here are some other good rules for keeping safe at home. Take out any wrong words and put in the right words so the sentences make sense.

1. Stand on a dry floor and have dry hands when looking at an electric switch.
2. Disconnect a floor lamp by pulling on the cord.
3. Wash fresh fruit before eating it because it may have been sprayed with a safe spray.
4. Pick up small pieces of broken glass with wet paper and it will not burn you.
5. You are more likely to get cut if you keep sharp knives in a safe place by themselves.
6. Old leftover medicine may get stronger and harmful, so it is wise to save it.
7. Lifting heavy pieces of furniture alone may hurt you, so you should never get help.
8. It is a waste of money to replace a frayed electric cord.
9. Run extension cords under the rug.
10. It is silly to have a fire extinguisher in the house.
11. If you can smell gas in the house there is no danger.

## Some Things To Do

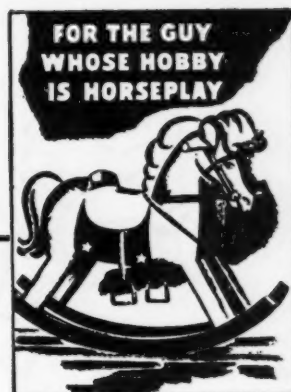
1. Make a home safety check list. Have this mimeographed and used by members of the class.
2. Make home safety posters. Select the best ones to be placed on the hall bulletin board.
3. Draw a floor plan of a house and place it in the center of the classroom bulletin board. Around this post home safety rules. From each rule run a string to the part of the house to which the rule applies.

Possible answers: 1, dark-well lighted; 2, soon-late; 3, more-less; 4, after-before; 5, safe-unsafe; 6, not-always; 7, safe-unwise; 8, causes-may prevent; 9, wise-unwise; 10, low-high; 11, prevent-causes; 12, less-more. 1, omit "not"; 2, add "not"; 3, anywhere-out of reach; 4, hand-elbow; 5, add "do not"; 6, harmless-harmful; 7, add "not"; 8, less-more; 9, not to pet; 10, omit "not"; 11, looking at-touching; 12, cord-plug; 13, safe-poisonous; 14, burn-cut; 15, more-less; 16, wise-unwise; 17, never-always; 18, waste-saving; 19, add "never"; 20, silly-wise; 21, no-much.

Junior High School

# SAFETY LESSON UNIT

February • 1954



Sketch S-9952-A

## Let's Make Our School Safe

### ELIMINATE THE HAZARDS

Accidents occur at school too! We each have a responsibility for making the place we live, work or play a safe situation. What can we do at school?

Some accidents are caused by hazards in the classrooms, hallways or on the school grounds. Do you know where most school accidents occur? *List in order from most dangerous to least dangerous* the following school locations:

- stairways
- classrooms and auditorium
- gymnasium
- hallways
- library
- industrial arts shop

Can the dangerous situations be made safer? Secure or formulate a safety check list and see which hazards can be eliminated.

Secure a blue print or drawing of your building. Consult the principal, nurse or student safety council to determine the locations in the building where most accidents occur.

- a) make a bulletin board or display case safety exhibit to inform the remainder of the student body of your findings
- b) study the locations where accidents occur. What causes the accidents?
- c) recommend safety precautions to the principal or the student safety council

### SCHOOL HAZARD # ?

Many accidents at school are due to foolish actions of practical jokers. They are not mean or cruel; they have a distorted sense of humor. They might be compared with a puppy dog. The puppy tears up slippers, roots up plants, and walks across clean floors with muddy feet. If scolded for his behavior, he will slink off with his tail between his legs and look sorry. These practical jokers are like that. They do things without thinking. If harmful results occur, they are immediately sorry. Oftentimes, however, it is too late to be sorry.

### LET'S WATCH ONE AT WORK

- |  |  |
|--|--|
| 1. He pushes the drinker's head down at the water fountain         | Describe the injury that could result from each action |
| 2. He pulls a chair out from under a student sitting down          |  |
| 3. He trips students walking down the aisle                        |  |
| 4. He runs pell-mell down the hall narrowly missing other students |  |

### DESCRIBE OTHER ACTIONS OF THE PRACTICAL JOKER IN THIS SCHOOL

Where Do Most Accidents at School Occur? 1. Gymnasium; 2. Industrial Arts Shop; 3. Classrooms and Auditorium; 4. Stairways; 5. Corridors; 6. Library.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.





Joe

### WHAT DO WE KNOW ABOUT JOE?

(Check what you believe)

1. He has a lot of friends \_\_\_\_\_
2. He is happy \_\_\_\_\_
3. He is sure of himself \_\_\_\_\_
4. He has a good sense of humor \_\_\_\_\_
5. He likes people \_\_\_\_\_
6. He wants friends \_\_\_\_\_
7. He knows his way around \_\_\_\_\_
8. He is trying to impress others \_\_\_\_\_
9. He is jealous \_\_\_\_\_
10. He envies others \_\_\_\_\_

SEE HOW MUCH AGREEMENT THE  
CLASS HAD IN ITS ANSWERS

HOW CAN WE HELP JOE BECOME  
LESS OF A HAZARD TO ALL OF US?

### AM I A HAZARD IN MY SCHOOL?

(Check your action)

1. I run down the stairs \_\_\_\_\_
2. I leave my locker door open \_\_\_\_\_
3. I throw material on the floor \_\_\_\_\_
4. I shove when I stand in line \_\_\_\_\_
5. I leave knives lying on the  
table \_\_\_\_\_
6. I ignore instructions \_\_\_\_\_
7. I am usually in a hurry \_\_\_\_\_
8. I throw objects when the  
teacher is out of the room \_\_\_\_\_
9. I don't read labels \_\_\_\_\_
10. I think safety is sissy stuff \_\_\_\_\_
11. I trip students as they walk  
down the aisle \_\_\_\_\_
12. I pull chairs from under other  
students \_\_\_\_\_
13. I throw the basketball to my  
friends without warning \_\_\_\_\_
14. I remove the safety guard in  
shop \_\_\_\_\_
15. I bully smaller students \_\_\_\_\_

IF YOU CHECK EVEN ONE OF THESE  
YOU ARE A HAZARD TO YOURSELF  
AND OTHERS. MAYBE YOU ARE JOE  
THE JOKESTER.

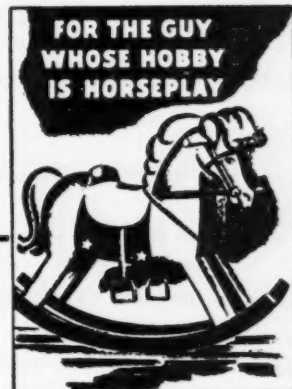
### SUGGESTED ACTIVITIES

1. Prepare a cartoon for use in the school newspaper.
2. Write a skit about Joe the Jokester for presentation to another class or at the school assembly.
3. Keep a record of the accidents in the school for a month. Study the results to discover the type of behavior to campaign against.

Senior High School

# SAFETY LESSON UNIT

February • 1954



Sketch S-9952-A

## Meet Joe the Jokester!



Joe

### SCHOOL HAZARD # ?

When we think of "accident prevention" we usually think of planning carefully to reduce hazards. But many accidents at school are due to foolish actions of practical jokers like Joe.

He is not mean or cruel, he just has a distorted sense of humor. He might be compared with a puppy dog. The puppy tears up slippers, roots up plants, and walks across clean floors with muddy feet. If scolded for his behavior, he will slink off with his tail between his legs and look sorry. Joe is like that. Joe does things without thinking. If harmful results occur, Joe is immediately sorry. Oftentimes, however, it's too late to be sorry.

### SNAPSHOTS OF JOE AT WORK

- |  |                 |
|--|-----------------|
| 1. He pushes the drinker's head down at the water fountain                                       | Describe        |
|  | the             |
| 2. He pulls a chair out from under a student sitting down  | injury          |
| 3. He trips students walking down the aisle  | that            |
| 4. He throws laboratory equipment unexpectedly to a student with one word of warning: "catch..." | could<br>result |
| 5. He runs pell-mell down the hall narrowly missing other students                               | from            |
| 6. He fools with the fire extinguisher and fire hose in the school corridors                     | each<br>action  |

### DESCRIBE OTHER ACTIONS OF JOE THE JOKESTER IN THIS SCHOOL

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

## WHAT DO WE KNOW ABOUT JOE?

(check what you believe)

1. He has a lot of friends \_\_\_\_\_
2. He is happy \_\_\_\_\_
3. He is sure of himself \_\_\_\_\_
4. He is a good athlete \_\_\_\_\_
5. He is smart \_\_\_\_\_
6. He has a good sense of humor \_\_\_\_\_
7. He likes people \_\_\_\_\_
8. He is liked by the teachers \_\_\_\_\_
9. He is a school hero \_\_\_\_\_
10. He wants friends \_\_\_\_\_
11. He is trying to prove he is grown up \_\_\_\_\_
12. He knows his way around \_\_\_\_\_
13. He is trying to impress others \_\_\_\_\_
14. He is jealous \_\_\_\_\_
15. He quarrels at home \_\_\_\_\_
16. He does not know safety rules \_\_\_\_\_
17. He envies others \_\_\_\_\_
18. He hates school \_\_\_\_\_
19. He reads well \_\_\_\_\_
20. He is older than most of us \_\_\_\_\_

SEE HOW MUCH AGREEMENT THE  
CLASS HAS IN ITS ANSWERS

HOW CAN WE HELP JOE BECOME  
LESS OF A HAZARD TO ALL OF US?

## AM I A HAZARD IN MY SCHOOL?

(check your action)

1. I run down the stairs \_\_\_\_\_
2. I leave my locker open \_\_\_\_\_
3. I throw material on the floor \_\_\_\_\_
4. I shove when I stand in line \_\_\_\_\_
5. I leave knives lying on the table \_\_\_\_\_
6. I ignore instructions \_\_\_\_\_
7. I am usually in a hurry \_\_\_\_\_
8. I throw objects when the teacher is out of the room \_\_\_\_\_
9. I don't read labels \_\_\_\_\_
10. I think safety is sissy stuff \_\_\_\_\_
11. I trip students as they walk down the aisle \_\_\_\_\_
12. I pull chairs from under other students \_\_\_\_\_
13. I throw the basketball to my friends without warning \_\_\_\_\_
14. I remove the safety guard in shop \_\_\_\_\_
15. I bully smaller students \_\_\_\_\_

IF YOU CHECK EVEN ONE OF THESE  
YOU ARE A HAZARD TO YOURSELF  
AND OTHERS. MAYBE YOU ARE JOE  
THE JOKESTER

## SUGGESTED ACTIVITIES

1. Prepare a cartoon for use in the school newspaper.
2. Write a skit about Joe the Jokester for presentation to another class or at the school assembly.
3. Keep a record of the accidents in the school for a month. Study the results to discover the type of behavior to campaign against.
4. Check the latest edition of *Accident Facts* in your library. Find out how most of the school building accidents occur. Plan to take the "horseplay" element out of accidents.

*Liability for Accidents in Physical Education, Athletics, Recreation.* By Howard C. Leible, this 71-page booklet is published by the Ann Arbor Publishers, Ann Arbor, Michigan. The author is supervisor of physical education at the University of Michigan; in his examination of the liability problems he has defined negligence, covered liability of school districts and boards of education as well as teachers, discussed recurring types of accidents and their prevention, and liability for application of first aid measures in case of an accident. Also covered is public recreation liability and tort liability of private schools.

Much of the discussion of specific areas of liability in this book is made more understandable through quotation of particular cases as judged by the courts; an appendix contains cases quoted by states.

\* \* \*

*The Elementary Teacher and Safety Education: An Influence from School to Home:* Published by the Texas Education Agency and the Texas Safety Association, this 96-page bulletin was prepared under the direction of Lewis Spears, Consultant in Safety Education for the Texas Education Agency, as a guide to teaching children safe performance in everyday life activities.

According to the Texas Commissioner of Education, who addresses all of the state's elementary school teachers on the title page, this book is not to be considered a course of study. It is intended instead to suggest units of instruction in everyday activities which teachers can adapt as needed for their own pupils and school situations.

The booklet is divided into two parts, the first treating of orientation for safety education, the second made up of units of instruction for "living at home and school," "travel," "work," "play," "outings and outdoor sports," and "observing holidays." Each unit presents general information for the teacher, then takes up approaches and procedures plus specialized ideas for instruction of children at the primary, intermediate and upper elementary levels. "Pupil conduct proficiencies" are outlined; teaching ma-

terials and references, including books and pamphlets for teacher and pupils, are specifically set forth.

\* \* \*

*A Life In your Hands.* This new folder illustrating the Nielsen "back-pressure arm-lift" method of artificial respiration has been released by the public education department of the Aetna Life Affiliated Companies. The two-color pamphlet is illustrated with a series of photographs showing the proper method of administering the new technique. The folder is being distributed as a public service by the insurance company; copies may be obtained by writing the company's public education department at Hartford, Connecticut.

\* \* \*

*Two new driving training booklets* have been published by the Traffic Engineering and Safety Department of the American Automobile Association.

"Learning to Drive Cars with Automatic Transmissions" is a supplement to "Sportsmanlike Driving," the AAA text on driver education. Written by Helen K. Kandel, AAA Educational Consultant, the 56-page supplement is illustrated with both photographs and drawings showing driving techniques and mechanics of new type transmissions.

"Being relatively new and in many cases still in the process of development" (the introduction to the booklet says) "automatic transmissions have not yet reached the point where the operating and control devices are standardized as to design and relative position. Many drivers switch back and forth in using automatic and manually shifted cars. These two facts tend to complicate driver education and to place a special responsibility on both instructor and learner."

The "Project Workbook in Driver Education" has also been devised for use with "Sportsmanlike Driving." This revision of a text first published in 1950 adds 11 new projects, but utilizes a new format resulting in a less expensive edition.





Henry Puciato, Jr., of Hastings-on-Hudson High School, became the first New York state student member of the Wise Owl Club of America. Henry saved his eyesight by wearing safety glasses while pouring a sinker mold in the school shop. When hot lead spattered toward his face, hitting the right lens of his safety glasses but leaving his eye untouched, he became eligible for membership in this exclusive club.

The Wise Owl Club idea originated in the American Car and Foundry Company's St. Louis plant. Today it is sponsored by the National Society for the Prevention of Blindness to encourage industrial workers and vocational school students to maintain high standards of eye safety on the job. Nearly 5000 persons in the U.S., Canada, and Hawaii, have qualified as members. Henry is the second high school student in the U.S. to qualify.

In the picture above Richard Froese, vocational training teacher at Hastings High School (on left) receives the Wise Owl award from Spencer P. Hopping, safety engineer of ACF (on right). Wise Owl Henry is in the center.

**Q** this teacher will know the "why" of safety

It's safe to predict that future students of Marilyn Rosene of Iowa will be taught the fundamentals of first aid.

Marilyn, 18 year old sophomore at Iowa State Teachers College, knows well the value of first aid training. She herself learned artificial respiration at a life saving course at college just last spring. School out, she returned to her parents' home at Luther, Iowa, for the summer. The same month a 16-year-old on the next farm was operating an electric power motor when he came in contact with the wire and was knocked unconscious. Marilyn and her parents hurried to the scene; her mother suggested artificial respiration when she noticed that the boy was not breathing.

Marilyn went to work immediately, applying artificial respiration for 15 minutes before the doctor arrived. By that time young Philip Larsson had begun to breathe normally again. He did not regain consciousness until the next day, however.

The doctor credited the fact that young

# BULL

Larsson lived to Marilyn's actions, recommended her for the National Safety Council presidential life-saving medal. It was presented to Marilyn at Boone, Iowa, on October 28.

**Q** refrigerators on the run . . .

All over the nation last fall Americans took heed of the awful lesson taught them by the year's toll of 27 children dead in abandoned iceboxes. Various cities pursued the problem in various ways; all measures were helpful in focusing attention on the need for removing doors or hinges from such appliances before abandoning them.

Thanksgiving week, for example, a merchant in Sacramento, California, offered a 12 pound turkey for each old icebox door brought in. The store owners anticipated 500 such doors to be exchanged for holiday birds; in a matter of hours they received 4000. Meanwhile, in Burbank, boy scouts took up the campaign purely in the interests of safety to their younger brothers and sisters. And across the country, in Boston, the superintendent of schools instructed school principals to advise children and adults of a new act passed in 1953, similar to that passed by the state of Illinois. The fine in Boston for discarding such an icebox without removing the doors: \$100.

**Q** Boston buildings . . .

Another bulletin from the same Boston superintendent to principals reminded them of the hazards which may result from decorative objects improperly placed or insecurely fastened in classrooms, corridors, assembly halls, and elsewhere in school buildings.

Superintendent Dennis C. Haley, in his regular circular letter, cited as particular sources of hazard: statuary, including pedestals; plaques; busts; bas-reliefs; friezes; and "similar weighty

# ETHICS BUILDINGS, BRIC-A-BRAC, ABROAD

objects likely to topple or otherwise become disengaged." He pointed out that lighting fixtures, pictures, chart holders, lockers, clocks, broken chairs, iron chair supports and exposed heating pipes are also potential sources of danger.

The answer? Superintendent Haley had it: frequent and adequate inspection of all school equipment and devices "in order that the safety and general well-being of pupils and school department personnel be at all times protected."

This enlightened superintendent's weekly circular letter to principals treats often of health and safety, with such circulars prepared for him by the supervisor of health and safety education. Other subjects discussed recently were winter safety (with special posters giving directions for those going coasting, skiing, or skating) and procedure to follow in case of an accident, including accurate reporting.

## Bohemianism and bad driving records go together . . .

A study at the Driving Research Laboratory of Iowa State College, under the direction of Dr. A. R. Lauer, shows that persons demonstrating "bohemianism" characteristics have more accidents than could be expected by chance. The term "bohemianism" is used in the study to describe those who flaunt conventions, stay out late at night, and do not conform to the normal conventions of society.

Those who have egotistical tendencies, show immaturity, are of suspicious nature and who are under nervous tension also have more accidents as commercial drivers according to the study.

Accident-involved persons were found by the study to be more frequent in consulting



Paul Jones, Director of Public Information, NSC, was keynote speaker November 10 to a teen-age traffic safety conference recording several "firsts." At Hamilton, Ohio, the conference was the first of its kind in that state, was also the first in the nation to invite all students of a city's high schools to participate as delegates.

The high schoolers listened as Mr. Jones urged them to base their traffic behavior on the same rules athletes observe:

1. Keep in condition. If you're fuzzy minded, sleepy, exhausted or just plain out of shape, you have no more business driving than playing football.
2. Be a team player. Share the road with other drivers and follow the rules. Don't be a grandstander.
3. Keep cool when the heat's on. If your football team can keep its head in a tough game, you ought to be able to keep yours when you drive home from the game—even if your team won. If you're old enough to drive, you're old enough to act like a grownup.

Later the more than 2000 student delegates held group meetings and 100 of their leaders voted on a 30-point program for teen-age traffic safety. Above, left to right, Jones is greeted by: John Lenihan, Vice Chairman, Committee on Arrangements (Hamilton Catholic High School); Jerry Chadwick, General Chairman (Hamilton Public High School); Suzanne Schwartz, Vice Chairman, Committee on Arrangements (Notre Dame High School); Sue Turnbaugh, Chairman, Committee on Arrangements (Hamilton Public High School); Barbara Uhl, Parliamentarian (Hamilton Public High School).

a doctor, failed to keep their car in good condition, were less practical minded, had a higher absentee record from work and learned to drive later in life.

High-accident persons were found to be inclined to have taken advantage of their par-

ents with respect to use of the family car, to have favored ticket fixing more often, to belong to fewer clubs, and to have lived in the city in their younger days.

The implications of the study according to Virtus W. Suhr, who completed it under Dr. Lauer's direction, were that a driver might reduce his accidents by trying to fit into his group, by accepting conventions, cultivating good personal relations with others, and by developing self control at the wheel.

## Q he preaches safety . . . and practices it

Russell I. Brown, traffic safety consultant, School and College Division, National Safety Council, practices safety after hours as well as during his business day. He was recently elected president of the Oak Park, Illinois, Safety Council, took on this added safety job with the start of this year.

Russ has been on the staff of NSC since receiving his master's degree from the Center for Safety Education two years ago. His duties with the Council involve analysis of the school section for cities in the Annual Inventory of

Traffic Safety Activities and serving as staff representative for the Driver Education Section. He has been active in suburban safety after hours ever since moving to the Chicago area to join the Council staff. One of the additional incentives behind his current extra effort for safety is a small son, not yet one year old.

## Q panel discusses problems . . .

In November a panel of faculty members from the school safety council of Carlsbad, New Mexico, appeared before the safety section meeting of the state teachers convention. Discussing "Problems in setting up a safety program," the panel covered such topics as "the principal (and the parent) looks at the safety program," "setting up a patrol in one easy lesson," "community resources in a safety program," and "the National Safety Council, bulwark of the safety program." Audience participation followed specific talks on each topic by panel members.

## Q speakers on safety . . .

Do you want someone to speak up for safety in your town . . . either to school people or other groups?

You can easily find a speaker on safety education subjects by consulting a new list compiled by a committee of the Safety Education Supervisors Section, NSC.

The names of 185 qualified speakers in 34 states are listed geographically, along with the subjects in which the speaker is qualified, the type of audience preferred and tentative terms.


W. C. Yeager, principal of the Whittier School, Sioux City, Iowa, directed preparation of the 37-page mimeographed publication. Single copies can be had without charge. Simply write to the School and College Division of NSC at 425 North Michigan Avenue, Chicago 11.

## Q 33rd Massachusetts Conference . . .

March 22nd and 23rd are the dates of the 33rd Annual Massachusetts Safety Conference and Exposition. The place: Hotel Statler, Boston, Massachusetts. For more information write Edgar F. Copell, President of the Massachusetts Safety Council at 31 State Street, Boston 9, Massachusetts.

**for**  
**SAFETY PATROL EQUIPMENT**

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

**3 3/4" ARM BANDS**  
Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

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*At left, elementary school patrol boys in Germany learn about traffic situations at intersections from their patrol leader. Note the Sam Browne belts.*

## Q safety overseas . . .

Travel through the towns of West Germany today and you're quite likely to see a scene highly reminiscent of home . . . patrol boys in their familiar white belts looking out for the safety of their younger school fellows.

More and more towns in the allied zone are participating in the school patrol program. The movement was given great impetus last year when the Ford Works of Cologne made a grant of 300,000 German Marks (approximately \$75,000) to be spent over a three year period in promoting the school patrols.

In Germany the service works much as in this country, Holland, Denmark, or elsewhere. Older, dependable students are chosen to assist the younger in safe crossing of hazardous streets. The patrol leaders are told they are not policemen. They do not stop traffic, but wait for a natural break in the flow of cars and see that their younger comrades cross the streets at those times.

Patrol leaders wear a distinctive belt with a green cross on it, carry a signaling staff with a marker at the end which can be seen easily by approaching motorists. In addition, each patrol member is given a sturdily bound "service book" which contains the "10 Commandments of the School Patrol." Perforated sheets in this book are for weekly reports. A special page carries the patrol member's name and the signature of the teacher.

Further work in school safety in Germany today is exemplified by fire prevention week. Last October, while schools stateside were conducting special fire prevention activities, many American military posts abroad were giving emphasis to the same subject through timely demonstrations.

At Stuttgart American School, for example,

in October, 1952, teachers planned the usual fire week activities. Posters were placed in strategic places, fire drills were conducted, and new fire escape chutes were introduced.

Culminating activity of the week, as related by Millard Harmon (former Safety Education contributor then connected with the Stuttgart school) was a demonstration staged by a German fire team with the aid of a U. S. Signal Corps public address system. At 1:30 the fire gong rang in the school; all classes made a record exit to the playground. Here a demonstration of wood, gasoline, and other fires was conducted, with distinctive uses of water, carbon tetrachloride and foam extinguishers explained.

Climax of the program came with the sudden arrival of two additional fire engines with sirens wailing. These engine companies threw up a water screen, then extended a ladder truck to the fourth floor of the school building, where a fireman "rescued" a ninth grade youngster playing the part of a trapped victim. More important than the drama of the enacted rescue however was the fact that, over the loudspeaker system, all apparatus present was described for the youngsters . . . so that they might understand how cooperation with planned fire fighting programs could help them in moments of danger.

## Q Army "brats" will be safe at home too .

Fort Benning, Georgia, where the U.S. infantry learns how to wage war efficiently, with least loss of manpower, is looking out for the safety of the infantryman's children as well.

At a child safety symposium sponsored by the Fort Benning Safety Council in November, Army mothers were told that 80 per cent of accidents to children occur in the home. Doctors from the U.S. Army Hospital at the Fort took part in the panel discussion. Advising mothers that child safety is a big job, the doctors urged them to beware of burns, poisonings, and common home accidents.

Norman Evans, post safety director, informed the women that Fort Benning "from a traffic viewpoint is one of the safest communities in the United States." He added that only one child has been killed there in the past eight years.



## LATE NEWS!

The 1953 edition of *School and College Transactions* is now available.

To all of you that have requested information as to when the recorded talks of the School and College Sessions of the 1953 National Safety Congress would be available, here's good news.

These interesting and stimulating talks and panel discussions by leading authorities with years of successful experience in the safety education field, are now available in one 64 page volume.

For those who were there, it serves as a refresher course of the many excellent talks that you heard; for those who were unable to attend, it's an opportunity to be brought up to date on the latest ideas in safety teaching.

The *School and College Transactions* presents a rich source of safety education ideas—to adapt to your own teaching—to use as reference material for creating or revising your own safety education program.

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## How Can Safety Education

which is an integral part of the school's program on a broad scale. Acceptance of the program involves students, staff, parents, and the public.

Safety is the joint responsibility of all community elements. Its enterprise must therefore be cooperative. The schools cannot act in isolation. However, since the school accepts responsibility for instruction it must take the initiative in reaching out toward all agencies in the community. There has always been passive acceptance of the necessity for coordination but the organization of joint participation has, until very recently, been given but little thought. I believe this factor offers the greatest opportunity for the improvement of program acceptance.

It seems appropriate to state a few basic principles directly related:

Students in schools will accept a program only if it meets basic needs.

Efforts at staff orientation and acceptance should be directed toward all personnel, not only toward those who have specific relation to it.

Safety effort in schools must involve parents more and more.

Public agencies must be cooperative and coordinate in safety endeavor.

### Improving Relationship with Agencies Interested in Safety

A safety survey conducted in Pennsylvania in 1948 asked this basic question:

"Will your community share in Safety education?"

Subsidiary questions were:

"What services are there in your community which teachers can tap to make their safety instruction more effective?"

"Would the safety services of your town or community cooperate in helping children solve their safety problems?"

"How can school-community cooperation be best advanced?"

Certain things were made clear by the answers. First, many school administrators have experienced a considerable amount of high quality cooperation from basic community services. Second, the number and types of agencies interested were much greater than anticipated.

## Be Improved? . . . continued

Third, agencies were not merely willing; they were eager to help. Fourth, it was indicated clearly that more initiative should be supplied by the school. Fifth, there were few clearly set principles of action in mind on anybody's part: personalities seem to have played a larger part than basic understandings.

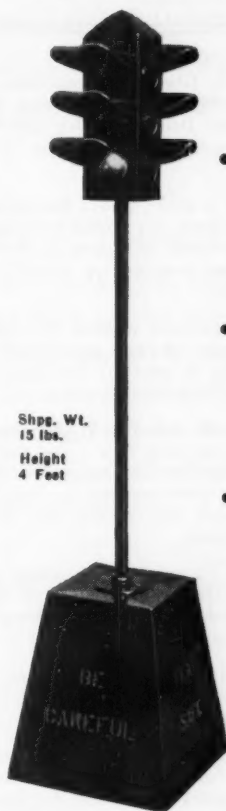
To effect improvement in this regard it is the responsibility of school people to examine the general principles that should guide cooperative endeavor and to work toward clarity and sensible consistency in these relationships. Forward looking schools and school systems seek ways and means of obtaining acceptance of school purposes as a major endeavor; they develop criteria for use in screening suggested activities. Ultimately such schools attain a considerable amount of agency cooperation because they create understanding. In their cases, the agencies look almost instinctively toward the school in anticipation of wholesome cooperation, and they think in terms of genuine support of the school's program rather than in terms of advancing their own purposes. In fact meeting the needs of children becomes the single purpose of both the agencies and the schools. That is the ideal goal.

### Improving Pre-Service and In-Service Teacher Education

Hopefully, our newest teachers seem to have a strong feeling for the values inherent in education for safety. They seem to appreciate the vitality of its content. If the signs are properly interpreted, that speaks well for steps taken in teachers' colleges to regard education for safety as a major national objective.

Finally, we ought to stir our imaginations to the point of understanding at long-range vision the possible hazardous effects of scientific achievement. Will we be able to comprehend more completely and estimate more exactly the death-potential of whatever is being created today for tomorrow's use? Even if we can make this estimate it will require the most efficient use of our intelligence to achieve reasonably complete living without undue restriction on action by creating needless fears. This is, perhaps, the prime problem of safety education for children and adults alike for now and for the future. Toward finding better and better answers we are dedicated.

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## TRADE PUBLICATIONS

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1. **Safety Patrol Equipment:** Illustrated, brochure describes a complete line of safety patrol equipment. Uniforms, raincoats, caps, Sam Browne belts, rubbers, safety sentinels, Trafficones, and many other items detailed. Graubards, Inc.
2. **Safe-Driving Instructor:** A traffic board for instruction in driver education has been developed to provide an easy method of showing traffic situations in a manner conforming with the best practices of visual education. Thomas W. Halliday.
3. **Safety Teaching:** New teaching manual for traffic safety instruction. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. School Safety Light Corporation.
4. **"Color Dynamics for Grade Schools, High Schools and Colleges":** Booklet that explains how color can be utilized to stimulate both pupils and teachers alike. School rooms may use color arrangements in keeping with the activities for which the rooms are used. Pittsburgh Plate Glass Company.
5. **School Crossing Signal:** Pamphlet illustrating pedestrian operated doubleheaded safety signal for controlling traffic at school crossings. A 4-way traffic cycle with push button control. Crown Signals, Inc.
6. **Safety Awards:** Information on badges and pins to be given to students as safety awards. Awards come in metal and pin styles. Williams Jewelry Company.
7. **"Mr. Higby Learned About Floor Safety the Hard Way":** A booklet prepared for those concerned with safety and maintenance of polished floors. It shows why floors need waxing, why they are slippery and how they can be polished and still be safe. Walter G. Legge Company, Inc.

SAFETY EDUCATION

FEBRUARY, 1954

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## The Pros and Cons of a Protected Driving Area

continued from page 15

completing any driving activity. Then he moves to the road and does not have the same time because of the impatience of other drivers.

It would be better, they felt, if the student learned the habit in a situation similar to that in which he would be forced to use it . . . without stopping to think about what he must do. A specific case in point would be the student in a protected area taking six to eight minutes to parallel park whereas in traffic conditions he must park in two to three minutes—though he may not do it so perfectly.

Finally, said the proponents of road practice, this is the only course of action for many instructors simply because there is in their community no suitable area for protected practice. An elaborate driving range is too expensive to be in reach of the average school. In other areas, it is difficult to find such an area and without the cooperation of city officials it may be unattainable altogether.

What do we conclude from both sides of this subject, as presented? That a limited amount (one to three lessons) of protected area practice is desirable, to be followed by as much road practice as possible. That a protected area for beginners avoids poor public relations for the school and community and that it provides a better initial learning atmosphere for both the student and the instructor, reducing nervousness for both, making it possible to instill confidence in the student, and securely setting basic habit patterns before the student ventures into traffic. Nevertheless, that there is no substitute for actual driving experience and that instructors must recognize that there will be an adjustment period for the student moving from practice in the protected area to practice in traffic. ▶▶

What can the schools do to preserve freedom for informed choice in all media which transmit ideas? It seems to me that they must first distinguish very clearly between the guided choice and the coerced choice. In the development of the individual, the school must see that dependence moves into independence, immaturity into maturity. There must be planned opportunities for increasingly mature choices.

Edgar Dale, in the Newsletter of the Bureau of Educational Research, Ohio State University, April, 1953.

# FOR TEACHING THE



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